



Arden Elementary

1300 Ashley Street
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	338 Students	
Principal	Dr. Peggie Grant	803-735-3400
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Average
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

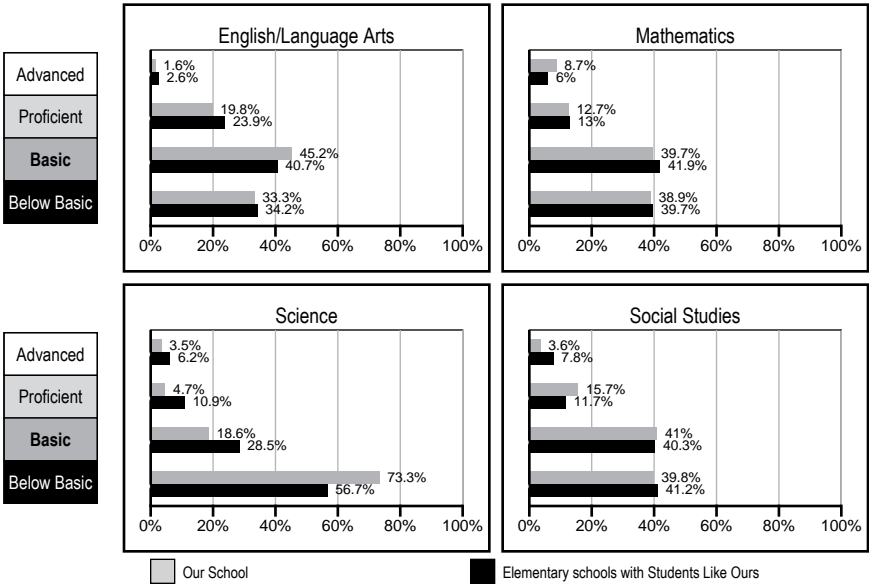
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	37	57

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=338)				
First graders who attended full-day kindergarten	96.2%	Up from 86.2%	100.0%	100.0%
Retention rate	3.1%	Down from 3.4%	3.1%	2.3%
Attendance rate	96.0%	Up from 95.7%	96.0%	96.3%
Eligible for gifted and talented	4.1%	Down from 4.2%	2.7%	10.4%
With disabilities other than speech	6.9%	Up from 3.8%	7.6%	7.5%
Older than usual for grade	1.9%	Up from 1.0%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	65.5%	Down from 70.0%	53.3%	56.7%
Continuing contract teachers	75.9%	Down from 76.7%	66.7%	77.3%
Teachers with emergency or provisional certificates	7.4%	Up from 3.7%	0.0%	0.0%
Teachers returning from previous year	87.8%	Down from 91.2%	82.5%	86.4%
Teacher attendance rate	93.3%	Down from 93.5%	94.8%	94.9%
Average teacher salary	\$48,726	Up 0.9%	\$43,596	\$45,345
Professional development days/teacher	11.7 days	Down from 16.5 days	13.6 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 17.8 to 1	16.4 to 1	18.5 to 1
Prime instructional time	87.3%	Down from 87.5%	89.2%	89.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 96.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,172	Up 3.1%	\$8,228	\$7,052
Percent of expenditures for instruction*	79.2%	Up from 78.0%	68.3%	69.1%
Percent of expenditures for teacher salaries*	74.5%	Up from 74.4%	60.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

There were significant improvements at Arden Elementary School during the 2007-2008 school year. Our major focus was literacy: working with our students to have them reading and writing by the end of grade 3. Our School Improvement Council made this their area of focus as well, and geared their activities toward literacy. Professional development activities focused on high-yield strategies and effective teaching practices designed to improve literacy.

Several initiatives were implemented with literacy in mind: Smart Matters meetings focused on literacy skills that parents could work on at home with their children in Pre-K, Kindergarten, and grade 1; Leapfrog phonics learning games were purchased for all students in our Pre-K class and students were able to take these games home over the summer so that parents could continue the learning activities; students in Kindergarten, first, and second grades were placed in small homogeneous groups for 30 minutes of SIPPS reading instruction daily, non-homeroom teachers and instructional assistants helped with the instruction; an instructional assistant was hired to assist with literacy in grade 1; five retired teachers worked with students who needed individual tutoring in ELA and Math in grades 1-5 three days per week; our 21st Century grant partnership with Columbia College, provided after-school tutoring to 40 students in grades 1-5; fifteen tutors, sponsored by the United Way, mentored and tutored students two days per week; and the Wee Deliver writing program was implemented school-wide.

Our School Improvement Council sponsored an Evening at the Richland County Public Library, kept families informed of monthly activities at the library, and recommended the Leapfrog learning games for our Pre-K students. Council members participated in activities such as speaking to and encouraging the student body, tutoring students, writing articles for our school newsletter, and informing parents of our progress.

Staff members participated in numerous staff development activities designed to improve our students' literacy skills. High-yield strategies training, SIPPS training, and workshops on collaborative team planning helped teachers address individual student needs. Daily monitoring of instruction through classroom walk-throughs provided data that informed the entire staff of the need to implement strategies that had the greatest impact on student achievement.

While our PACT results showed improvement in the percent of students moving from Below Basic to Basic, our continued challenge is to get our students to the Proficient and Advanced levels of achievement. The initiatives that we began this year related to literacy will be continued next year with the addition of SIPPS instruction in grades 3, 4, and 5. We will continue to seek ways to meet the needs of all of our students to ensure that they are proficient readers and writers by the end of grade 3.

Anita Roberts, SIC Chair
M. Diane James, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	40	38
Percent satisfied with learning environment	96.8%	84.6%	90.9%
Percent satisfied with social and physical environment	100.0%	85.0%	81.1%
Percent satisfied with school-home relations	71.0%	89.7%	80.6%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	148	100	34.9	44.2	19.4	1.6	27.9	41.2	48.2	No	Yes
Gender											
Male	74	100	39.7	45.6	14.7	0	23.5	35	41.7	N/A	N/A
Female	74	100	29.5	42.6	24.6	3.3	32.8	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
African American	118	100	31.4	46.7	21	1	28.6	33.3	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	24	100	50	35	15	0	25	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	24	100	55	40	5	0	10	14.1	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	22	100	44.4	38.9	16.7	0	27.8	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	132	100	36.1	43.7	19.3	0.8	26.1	31.2	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	148	100	40.3	38.8	12.4	8.5	28.7	34.9	45.8	No	Yes
Gender											
Male	74	100	42.6	36.8	16.2	4.4	26.5	33.8	45.6	N/A	N/A
Female	74	100	37.7	41	8.2	13.1	31.1	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
African American	118	100	40	39	14.3	6.7	28.6	25.8	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	24	100	50	30	5	15	25	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	24	100	70	20	10	0	15	12.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	22	100	44.4	33.3	5.6	16.7	22.2	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	132	100	42	40.3	11.8	5.9	24.4	24.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	101	100	73.9	18.2	4.5	3.4	8	25.3	35.7	96	96.1
Gender											
Male	51	100	69.6	19.6	6.5	4.3	10.9	26	37.4	96.3	95.8
Female	50	100	78.6	16.7	2.4	2.4	4.8	24.6	33.8	95.7	96.3
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	94.1	96.3
African American	81	100	72.6	20.5	4.1	2.7	6.8	16.4	17	95.9	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	17	100	84.6	7.7	7.7	0	7.7	25.7	24.9	96.5	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	16	100	85.7	14.3	0	0	0	8.9	14	95.5	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	16	100	91.7	8.3	0	0	0	25.2	24.4	96.4	96.7
Socio-Economic Status											
Subsided meals	91	100	73.5	19.3	4.8	2.4	7.2	15.1	21.1	96	95.8

Social Studies

All Students	98	100	41.9	39.5	15.1	3.5	18.6	27.2	34	96	96.1
Gender											
Male	49	100	42.2	40	13.3	4.4	17.8	28.1	36.6	96.3	95.8
Female	49	100	41.5	39	17.1	2.4	19.5	26.2	31.3	95.7	96.3
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	94.1	96.3
African American	78	100	44.1	39.7	16.2	0	16.2	18.2	19.1	95.9	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	15	100	40	33.3	13.3	13.3	26.7	33.3	27.5	96.5	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	14	100	54.5	27.3	18.2	0	18.2	9.7	14.4	95.5	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	12	100	41.7	33.3	8.3	16.7	25	36.4	27.3	96.4	96.7
Socio-Economic Status											
Subsided meals	89	100	43.8	40	13.8	2.5	16.3	16.8	21	96	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	54	100	21.4	42.9	35.7	0	35.7
	4	45	100	35.1	45.9	18.9	0	18.9
	5	52	98.1	40	46.7	13.3	0	13.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	35.4	35.4	27.1	2.1	29.2
	4	50	100	32.6	46.5	18.6	2.3	20.9
	5	44	100	36.8	52.6	10.5	0	10.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	54	100	35.7	52.4	11.9	0	11.9
	4	45	100	35.1	45.9	16.2	2.7	18.9
	5	52	98.1	40	55.6	2.2	2.2	4.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	52.1	35.4	8.3	4.2	12.5
	4	50	100	23.3	46.5	20.9	9.3	30.2
	5	44	100	44.7	34.2	7.9	13.2	21.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	30	100	52.2	43.5	4.3	0	4.3
	4	45	100	50	36.1	11.1	2.8	13.9
	5	25	100	73.7	15.8	10.5	0	10.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	28	100	75	20.8	4.2	0	4.2
	4	50	100	65.1	25.6	7	2.3	9.3
	5	23	100	90.5	0	0	9.5	9.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	24	100	31.6	63.2	5.3	0	5.3
	4	45	97.8	50	44.4	0	5.6	5.6
	5	28	100	54.2	37.5	8.3	0	8.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	26	100	41.7	54.2	4.2	0	4.2
	4	49	100	41.9	34.9	18.6	4.7	23.3
	5	23	100	42.1	31.6	21.1	5.3	26.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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